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ABSTRACT

During its 3 years of operation, the internships for Leaders in Dissemination Program trained 15 advanced graduate students, five per year, in techniques of evaluating dissemination efforts and developing procedures and materials for dissemination. Program participants were required to have a masters degree and a minimum of 3 years teaching experience. The academic portion of the program consisted of 8 hours of graduate work in an 8-week summer institute. Each intern was then assigned to a school district, the Regional U.S. Office of Education, or special project. The intern, in cooperation with his supervisor and the project director, planned a program of activities which would provide experience in evaluating and developing new procedures for dissemination activities. As a result of experience with this program, it is recommended that a formal program be developed leading to a Ph.D. in educational dissemination and communications. Summer institutes for administrators are also recommended. (Appendixes contain a list of participating interns; a list of publications, questionnaires, and slide-tape presentations developed by the interns; and an outline of a model Ph.D. program.) (RT)

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Final Report

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INTERNSHIPS FOR LEADERS IN DEMONSTRATION AND DISSEMINATION

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Urbana, Illinois 61801

September 1970

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We wish to express our gratitude to the interns who have been associated with this project in its pioneering efforts over the three years of its operation. Special commendations must be given to the cooperating educational agencies who opened their doors so graciously and allowed the interns maximum opportunity to analyze and define the processes of dissemination.

Many individuals deserve thanks for their contributions to the Dissemination Project. Special acknowledgments must be given to--

Lloyd McCleary, University of Utah
Ted Ward, Michigan State University
Ward Weldon, University of Illinois, Chicago Circle

for their counsel and consultative efforts.

Educational dissemination has grown from a bewildered cry of "what is it?" to a concern for making it an effective process in educational systems. We believe that the combined efforts of the interns, concerned professionals and cooperating agencies have made substantive contributions toward understanding dissemination processes.

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SUMMARY

The Dissemination Project (Internships for Leaders in Dissemination) operated from June 1967 through August 1970 at the University of Illinois, Urbana-Champaign, under the direction of Dr. Wilber D. Simmons. The program was developed to serve the field through the training of educational leaders in the use of dissemination processes.

Program purposes were --

1. To train advanced graduate students to assess dissemination processes within various types of systems.

2. To analyze successful and unsuccessful dissemination activities.

3. To develop strategies and techniques that would help improve dissemination effectiveness.

4. To provide information and materials that would assist educational agencies in their dissemination efforts.

The 13 institutions that cooperated with the Dissemination Project have acknowledged an awareness of the need for effective dissemination as well as the necessity for dealing directly with the problems inherent in dissemination practices. The 15 interns have grown professionally. They provided valuable input to the program.

The research and training accomplishments on the variables of applied dissemination (educational communications) will aid in effecting qualitative changes in education for any area or level. The burden, as with any other profession, lies upon the individual to make effective use of this knowledge.

I. INTRODUCTION

The program, Internships for Leaders in Dissemination, has been in operation from June 1967 through August 1970 at the University of Illinois, Urbana-Champaign, directed by Dr. Wilber D. Simmons.

Fifteen professional educators and thirteen different institutions have benefited from the many opportunities in research, program development and analysis, development of evaluation techniques and implementation of new ideas that improved the effectiveness of dissemination in specific educational situations. These educators have become specialists in analyzing, understanding and directing dissemination activities in elementary and secondary schools, in college, in federally funded projects, or in a regional Office of Education.

The idea for this research-training program was conceived originally in the fall of 1966. The basis for the project developed from several years of observation of group demonstration centers that seemed to have little, if any, tangible impact upon the visitors to such centers. In this same period there was a growing amount of feedback from various special projects around the country (especially Title III ESEA projects) that one of the main contributors to seeming project ineffectiveness was improper or inadequate dissemination.

This program was developed to serve the educational field through the training of leaders in dissemination processes. It has focused some light on the needs and problems of local districts in their dissemination efforts. It has assisted in defining effective dissemination strategies and outlined techniques useful in a variety of situations. Rapidly expanding educational institutions and programs have created an urgent need for professional specialists with unique abilities and training. The project has attempted to provide experiences for interns that would enable them to become proficient in establishing objectives, developing rationales and creating meaningful procedures for all phases of the dissemination process.

The initial thesis was that individuals can be developed into educational leaders in relatively short periods of time through concentrated and fulltime internships. Given the opportunity, carefully selected educators, using materials and aids developed by themselves or others, served a unique function in the host institutions while broadening their own perspective of the educational system.

The purpose of the program was four-fold:

1. To train advanced graduate students through field practicum to be able to inventory and evaluate the variety of dissemination practices existent within an educational system.

2. To analyze individual educational situations to determine more fully the successful and unsuccessful dissemination activities in operation today.

3. To develop new techniques and procedures to assist local school systems or projects in developing programs for improving their dissemination and to transform this information into packages that can be used by other educators.

4. To produce and provide materials upon request or through mailing to as many educational institutions as might be interested on the subject of effective dissemination.

II. OBJECTIVES OF INTERNSHIP

The objectives of the internships were that:

1. Individuals with master's degrees and experience in education would be relieved of their teaching duties and placed in situations within the administration of educational institutions where they could analyze, develop and assist in the implementation and evaluation of dissemination programs.

2. The intern would develop materials to be used by the local institution, by the project and by other individuals and educational groups.

3. The interns would be given competent and fulltime supervision by a member of the host institution and assistance from the project director in order that the intern might attain the greatest amount of professional growth during the internship year.

4. The intern should be given every opportunity to:

   a. learn to handle responsibility by being allowed freedom in both the selection of a problem and the development and implementation of a possible solution;

   b. put his theories and research knowledge into action through the development of specific programs or papers;

   c. work independently on problems with assistance from personnel at all educational levels;

   d. expand his knowledge and abilities through attendance at conferences, seminars, college classes, visitations, and interaction with key educational leaders both in his local situation and throughout the country;

   e. produce educational products that would be of use to the local district and/or would serve to further extend the knowledge of the processes of dissemination.

III. SELECTION OF INTERNS

The interns were selected using the following criteria:

1. Minimum three years teaching experience.
2. Master's level in education.
3. Significant experiences in education.
4. Admission to Graduate College at the University of Illinois.
5. Graduate Record Exam or Miller Analogy test scores.
6. Indicate a professional commitment to continue working in the educational field.
7. Evidence of leadership potential.
8. Commitment to an advanced education training program.
9. Applicants accepted from any area of the United States.
10. Indicate individual educational goals and how the internship experience might be beneficial.

IV. TRAINING PROGRAM

The project extended from June 1967 through August 1970. Fifteen interns were involved in the overall training program.

The academic portion of the program consisted of eight hours graduate work in an institute during the summer. Each intern took at least four hours of graduate work each semester in the fall and spring in field study or independent study projects which related to his experiences in the internship. Most interns took an additional course each semester which related to their particular educational interest.

Each year began with an eight week summer institute at the University of Illinois in Urbana-Champaign. The emphasis of the institute was on gaining information about dissemination processes, in understanding the many facets of effective communication and dissemination, and in doing individual activities that would better prepare the intern for his specific field assignment. Foci were on educational problems, developments and activities in education and related fields. Materials and guest speakers were drawn from many fields, among them communication, research, program development, psychology, sociology, and educational administration. Opportunities were provided for the participants to use new techniques, materials and media that might prove useful in their assignments.

Following the summer session, the intern was placed in an educational situation which was intended to give the maximum opportunity for growth and development and where the intern would be able to make a significant contribution. The decision for assignment was made cooperatively by the intern, the center director and the project director. Once the decision was made the intern, in most cases, operated for the academic year in that particular situation. Eleven interns were assigned to local school districts in Illinois and Kansas, one intern was assigned to the honors program at the University of Illinois, one intern was assigned to the Regional Office of Education in Chicago, and two interns were assigned to federally sponsored projects.

The educational program was geared to the needs and background of the intern and the possibilities available to him in the particular center. The program was planned jointly by the intern, intern supervisor and the project director. During the academic year each intern filed a weekly report (log) on his activities and his evaluation of those activities. These logs were used by project staff members to more fully plan future activities and to assist in the assessment of present activities in the various centers.

Two to three times during the academic year the project held conferences on internships and the effectiveness of various types of activities. Interns, center directors and administrative representatives

from each center met together to discuss the operations of the program. A select panel of consultants met with the above groups to interact with them for two or three day periods, assess the overt and behavioral products they say manifested and give their opinions on the status of the program and the directions it seemed to be taking.

A key element of this program was the exchange of information among all of the interns in all of the programs. Writing of reports were geared to the practitioner in order that the information could be widely circulated and worthy innovations made known.

The project director worked closely with each intern on his activities and the development of his academic program and his field experiences.

V. ACTIVITIES OF THE INTERNS

Initially the program was oriented toward individuals interested in and trained in techniques effective with gifted youth. As the project developed the emphasis was less on this field and more on the communication networks of general education; therefore, the interns selected were from more diverse backgrounds and had more diverse educational interests.

The activities of the interns were in many instances similar in that all dealt with the evaluation and development of more effective dissemination programs. All public education institutions have commonalities which include a necessity for communicating general and specific information to diverse groups and receiving accurate and useful information from these groups and then using this information to develop the most effective educational program for the students in that community. Each intern worked within this general framework.

Each intern was given the opportunity to study in depth how the individual institution met these responsibilities. He was then encouraged to develop practical innovative programs to assist the educational institution in solving specific problems.

The type of host institution, the amount of acceptance of the intern by the administration, the personality and goals of the individual intern and a variety of other contingencies determined the effectiveness of the particular intern. Activities of the interns varied per the following examples:

1. keeping attendance

2. analyzing latent information

3. helping in the reappraisal of district performance and then presenting this information graphically to the school board and parent groups

4. examining in depth an experimental program and preparing a slide-tape presentation of this examination

5. developing the dissemination procedures which successfully introduced an innovative, possibly objectionable program into a high school

6. examining, by national questionnaire, information on federal projects and developing articles for national magazines relating the results to attending meetings and being encouraged to report the procedings to administrative officials.

All interns were given an opportunity and encouraged to travel to conferences relating to their field assignment and to communicate with leaders in their fields.

VI. PROGRESS OF PROJECT

Through the three years the focus has been on:

1. The process of dissemination being used in local school districts and/or special projects; and,

2. the evaluation techniques for assessing the impact of the various dissemination processes.

1967-1968

The first year the interns were all assigned to local school districts throughout the state of Illinois. They collected data on the variables relating to dissemination in their five specific settings. Generalizations and definitions were drawn from these experiences. Efforts were made to assess the impact of the different dissemination processes used and to test the effectiveness of the evaluation techniques being developed for the project.

A series of guidelines were developed, designed to implement, augment or evaluate the dissemination activities being carried on. They were designed to stimulate ideas on dissemination and to encourage districts and projects to take a closer look at their dissemination practices in order to measure their effectiveness.

1968-1969

The second year was an expansion of the breadth and depth of the program. Interns were assigned to federally funded projects, to districts outside the state of Illinois and to districts within that state. Cooperative study and training arrangements were made with Title III ESEA projects (multi-county), a Talent Search Project (50 county), a six county service project focusing on able and talented students and a special project for disadvantaged youth.

There was also an expansion of information retrieval about dissemination practices. Increased exchanges of materials and data on dissemination with other projects of similar interest and objectives was also accomplished.

The use of professionals from the fields of communication, sociology and psychology added to the depth of the project's interests and information.

The interns developed a supplement, Dissemination Evaluation, to accompany the Dissemination Guidelines. This is a series of educational packages which can be used by educators to develop and evaluate dissemination programs.

1969-1970

The third year of the program led to further expansion of the program. Interns were assigned to programs at the college level which meant dissemination of information to and from all high school districts in the state of Illinois and to programs at the Regional Office of the U.S.O.E. which meant dissemination of information to and from all districts in the United States of America as well as assignments to local districts within the state of Illinois. A further analysis of the strategies and techniques of effective dissemination was undertaken.

Vignettes of effective and non-effective dissemination procedures were developed and compiled for use by the project and other educators. A study of why promising projects fail could result from these vignettes.

The project held a self-supporting institute in Chicago. The institute was limited to school administrators and project directors with interns assisting in the program planning and implementation. Consultants from the fields of educational administration, learning systems and public information were utilized to assist in creating an awareness of the array of problems in effective communication in education and how a school administrator or project director might plan to implement more effective dissemination devices.

VII. ACCOMPLISHMENTS

The success of any project must be measured by using both the results which can be observed at present and the longterm results that are not always observable when a project is of such short duration.

The cooperating institutions have all acknowledged an additional awareness of the need for effective dissemination as well as a recognition of problems inherent in their present dissemination practices. The work of the interns in the separate districts serve to assist that district in making better use of present facilities, in being made aware of shortcomings and in assisting in the making of plans for and often the implementation of programs to improve dissemination practices. Local districts have expressed a desire to continue several of the projects initiated during the year of internship. Such interest and awareness can lead to these districts serving as leaders at the state, local and national levels in the development of better dissemination.

The individual interns have grown - each according to what he brought into the program. As the program progressed it became increasingly apparent that the selection procedures needed to be more refined. In the section, Conclusions and Recommendations this will be discussed in more detail. Seven of the interns decided to continue their education and entered doctorate programs which means they will not return to the elementary or secondary classrooms but will seek to become a part of the administration or serve at the college, state or federal level. Each has grown professionally through academic work; field assignments; conferences, both attended and conducted; seminars; visitations; and through the opportunity to work independently on some area of particular concern to them. Several interns developed slide-tape presentations to be used in their particular settings. Individuals have prepared papers dealing with dissemination practices; questionnaires have been developed, distributed and the results tallied and made available to the particular district or groups; and surveys have been made and the information presented at district and interdistrict levels. A listing of publications, papers, surveys, and products of the project are listed in the appendix.

Several conferences have been held by the project. They dealt with dissemination in local districts (1967-1968), with the needs and trends of research on the exceptionally gifted and how little is really known about programs for the gifted and their effectiveness (1968), with the problems, effectiveness and potential of interns in local school districts (1967) and with the finding of practical approaches for solving dissemination problems in larger districts and federally funded projects (1970). Additional seminars and conferences have been held for the interns and their host institutions in an attempt to bring together ideas for more effective use of interns and for the gathering of ideas relating to all aspects of the dissemination process as it relates to education.

The research and training accomplished on the variables of dissemination will aid in effecting qualitative changes in education in all areas and at all levels. The continued use of the Dissemination Guidelines and Dissemination Evaluation will serve as a baseline from which other projects, school districts or individuals may gather additional insights into the processes and products of effective educational dissemination.

VIII. RECOMMENDATIONS

The following recommendations are based upon collective observations of interns, local agency supervisors, consultants, and the project director.

A. Recommendations for Improving the Quality of Interns

The criteria for the selection of individuals most successful as interns in a project where independent thought and action is encouraged should include (in addition to those listed in the section, Selection of Interns):

1. The risk-taker: the applicant might be asked to rate himself or some test might be administered that would determine those willing to take risks.

2. The person with a variety of interests: professionally and outside the field of education.

3. Age: not necessarily a vital factor.

4. Commitment: the professional educator who illustrates dedicated interest in education.

B. Recommendations for Improving the Quality of Host Institutions

Interns placed in host institutions that meet the following criteria seem to have a better chance of success with the program.

1. The district illustrates a real desire to have an intern who will serve as an active force, not just a "learner".

2. The district has an innovative superintendent who probably is working in an urban area.

3. The district has a high per-capita income. This does not mean such a district will need dissemination analysis and program planning more than the poorer district, but that the intern's opportunities for effective input are advanced.

4. The district has an adequate staff to release a supervisor to spend the needed time with the intern.

5. The district has an intern supervisor who is a risk-taker and is influential in the administration of the district.

6. The intern's assignment is with an agency that has not previously employed the individual.

7. The district's goals and objectives for its educational program have been studied and written out with long-term planning considered a critical issue and the community is actively involved in the school system.

C. Recommendations for Training Dissemination Agents

1. The federal government needs to be building research and development capacity that can produce specialists in educational communication through the fellowship programs that can attract the best advanced graduates.

2. There is a need for an articulated academic and field training program culminating in a Ph.D. degree in Educational Dissemination or Communication. This would necessitate the development of more opportunities at federal, state and local levels to make effective use of the specialized expertise of the dissemination agent. Appendix C displays an example of one type of training program.

3. The placement of dissemination interns in a greater variety of educational agencies would more fully meet the needs of the individual interns and would serve to gather information regarding dissemination practices which could be compiled and distributed to interested and appropriate educational institutions. One example might be the placement of an intern in each of the regional offices of the U.S. Office of Education throughout the country. They could form a linkage network (e.g., small research grant operations) that could provide vital information on what types of clientele are being reached, the effectiveness of O.E. funded programs, and the meaning of such projects to the users and local education agencies within each region. This would provide a vital channel of communication between the Office of Education, its regional offices and the practitioners in the field at all levels.

4. Summer institutes need to be established at all educational levels for administrators and supervisors concerned with the responsibilities of dissemination. This would give the interns opportunities to interact with a variety of agency administrators and their varying problems.

5. A training program for educational field research specialists (full time or a summer institute series) could be developed. The school districts could send and support people that they would like to have gain skills and background for research on educational practices. This could be followed up sequentially during the academic year to insure that the participants could appropriately apply the techniques developed during the summer.

D. Recommendations Regarding Dissemination Activities

1. There needs to be an increased flow of information within and between all agencies. We must have new forms of cooperation between lay and professional leadership in the formulation of educational policy. We need to devise more effective ways of involving special interest groups.

2. It would be advantageous to develop a full-scale inservice training program that could serve the needs of all educational agencies in each state at the various levels, fields and supportive areas.

3. Cluster networks (communication satellites) could be established in each regional office to make dissemination a fully functional activity in terms of recycling and regenerating knowledge and services from source to user and back to the source.

4. A detailed investigation of the different dissemination practices needs to be conducted through:

   a. study the trends of professional journal articles;

   b. survey the public relations representatives of major school districts and colleges in the country to find out what types of things they are dealing with today that they did not deal with five years ago;

   c. establish a working consortium through state educational associations or some other network in which dissemination data might be retrieved about educational communication practices and how we might make educational dissemination more effective;

   d. develop a study that could determine the change strategies of successful and/or unsuccessful projects. The amount of information available on successful operations is greater but may be of less importance that the information available on unsuccessful project operations.

APPENDIX A

PARTICIPANTS

1967-68

Edward Crossley
Evanston Township High School
Evanston, Illinois

Major H. Kirby
Wilmette Public Schools
Wilmette, Illinois

Perry Martin
Champaign Community Unit #4
Champaign, Illinois

Judith Riordan (Mrs.)
Demonstration Center for the Gifted
Champaign Community Unit #4
Champaign, Illinois

Patricia Teague (Miss)
West Leyden High School
Franklin Park, Illinois

1968-69

Joseph M. Hemrick
Demonstration Center for Gifted Pupils
Valley View Schools
Lockport, Illinois

Robert H. Knewitz
Talent Search Project
Southern Illinois University
Carbondale, Illinois

Karin R. Myers (Miss)
Project Cues, Center for Upgrading Educational Services (Title III, ESEA)
Champaign, Illinois

Ardina Schroeder (Mrs.)
Special Education Diagnostic and Resource Center
Wichita Public Schools
Wichita, Kansas

Mary E. Sronce (Mrs.)
Individual Learning Centers and Programs for Academically Able Students
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Urbana, Illinois

1969-70

Sandra Allen (Miss)
James Scholars Program
University of Illinois
Urbana, Illinois

Geraldine Manahan (Mrs.)
Children's Cultural Center
Champaign, Illinois

Paul R. Schmidt
West Leyden High School
Franklin Park, Illinois

Joachim R. Schneider
Region V
U. S. Office of Education
Chicago, Illinois

Peter Walker
District No. 108
Highland Park, Illinois

APPENDIX B

PRODUCTS AND PUBLICATIONS

Publications

Books:

Simmons, Wilber D. (Ed.). Dissemination Guidelines, University of Illinois at Urbana-Champaign, 1968.

Simmons, Wilber D. (Ed.). Dissemination Evaluation (Supplement), (1970, in process).

Papers and Reports:

1967-1968

Kirby, Major H., Jr., "An Appraisal, Case Study, and End of Year Report of the Organization and Operation of the Instructional Materials Center of Wilmette Public Schools, District #39", 1968.

Martin, Perry L., "The Educationally Deprived", 1968.

Teague, Patricia, "Report on Project Instep - An Independent Study for Able Students", West Leyden High School, Northlake, Illinois, 1968.

1968-1969

Knewitz, Robert H., "Results of a Follow-Up Study of Clients of the Southern Illinois Talent Search Center", Carbondale, Illinois, 1969.

Hemrick, Joseph M., "Evaluation of Instructional Television: Developing Goals, Objectives, Strategies and Techniques", 1969.

Myers, Karin R., "Overview of Project CUES: A Six-County Title III Project", 1969.

_____, "Overview of Washington School's Experimental Program", 1969.

Schroeder, Ardina, "Dissemination of Activities Resulting from Special Education Diagnostic and Resource Center", Wichita, Kansas, 1969.

Sronce, Mary E., "Evaluation of the Urbana Reimbursement Program for Gifted Children", 1969.

1969-1970

Allen, Sandra, "The James Scholars Honors Program", University of Illinois, 1970.

"Dissemination Case Studies" (eleven examples of effective and ineffective dissemination), 1970.

Manahan, Geraldine K., "Early Childhood Education, A Brief Look at Recent Thought", 1969.

Schmidt, Paul R., "Modular Scheduling", 1969.

Schneider, Joachim R., "Analysis and Dissemination of Completed Social Science Research Reports and Materials Resulting from Regional Program Efforts", 1970.

_____, "ERIC...Educational Resources Information Center", 1970.

_____, "A Tentative Project for a Year's Internship With the Chicago Regional Office of Education", 1969.

Walker, Peter, "Change and Dissemination", 1970.

_____, "Facts or Fancy?", 1970.

Products

Slide-tape Presentations:

Dissemination Project -- Introduction to Process and Products of Educational Dissemination.

Washington School -- Example of Experimental Public School (cooperative effort between public school and university)

West Leyden -- Modular Scheduling in a Large Elementary Suburban High School.

Valley View School -- Social Studies; Reading; the 45-15 Plan.

James Scholars -- Honors Program at the University of Illinois.

Questionnaires and Surveys

Questionnaire to the high schools of Illinois to evaluate informational services provided by the James Scholar Program, Sandra Allen.

Questionnaire to students nominated for the James Scholar Program to survey reasons why they did not return their application blanks, Sandra Allen.

Survey of resident application forms for the James Scholar Program, Sandra Allen.

Questionnaire to University of Illinois freshmen to determine their knowledge about the aims and aspirations of the James Scholar Program, Sandra Allen.

Questionnaire to high school counselors to survey their responses to the James Scholar slide presentation, Sandra Allen.

Survey of dissemination practices in major colleges and universities, Karin R. Myers.

APPENDIX C

Dissemination Project
University of Illinois
907 West Nevada
Urbana, Illinois 61801

January, 1969

PROSPECTUS

Training Dissemination Agents

1. Period: Three year developmental program

2. Participants: Post-master level candidates with administrative or special project experiences, and teaching experience (minimum 5 years)

3. Program: Three phases --

PHASE I

Summer: Workshop-seminar program for eight-weeks on this campus. Content areas would include communication, group dynamics, dissemination processes and their evaluation.

Fall semester: Academic work in research technics, measurement, use of media, and in selected sociological and psychological dimensions of education.

Spring semester: Field practicum -- work in and with local school districts/educational projects that would use internal as well as local media forms (newspapers, radio, television, civic organization meetings, etc.) to create more awareness about the array of local educational activities. Surveys and assessments would be made of the impact on educational personnel and on the community regarding the utilization of various types of dissemination strategies and technics in different educational systems.

PHASE II

Summer: Workshop-seminar program for eight-weeks. Content stress would be on communication technics, use and evaluation of media, roles and operational styles of various types of educational agencies and systems.

Fall semester: Academic work in systems analysis, the development of evaluative measures of dissemination effectiveness, defining audiences and developing strategies for communicating to, and gathering feedback from these audiences.

Spring semester: Field practicum -- observation and work periods in various types of government and professional agencies, large urban districts, and large university systems to analyze their dissemination practices.

PHASE III

Summer: Research seminar for developing design, measures and analysis technics to be used in the forthcoming academic year internship assignment.

Fall and spring semester: Fulltime internship assignment (selected prior to the summer program) with a government or professional agency, large school system, large university, or other type of educational system that would provide opportunities for full-scale research on various types of dissemination activities that were being carried on, or that could be introduced for implementation in a particular system. A research monograph would be published as an outcome of the year's assignment. Care would be taken that each trainee would be focusing on a different aspect and level of dissemination in the various assignments.

Note: Program details, course descriptions, and letters of cooperation from the various agencies and departments involved with this training program would be provided with the formal proposal. Telephone and personal commitments have been obtained from various college deans, project directors, school superintendents, and agency officials to insure the quality of the training program and the adequacy of the field experiences. Graduate credit hours would total as follows:

Summer - 8 semester hours each period
Semester - 16 semester hours each period
Total semester hours each phase: 40

4. Trainees: Six would be accepted for the initial three-year training program. An additional six trainees could be added each year if appropriate funds were available. It is necessary to remember that the initial program would be of three years' duration and that an educational and financial commitment would be desirable if the program is to recruit skilled and able persons to be trained as dissemination agents.

5. Trainee support: The following is recommended --

Summer:	$ 600 each trainee plus
	$ 120 each dependent
Academic Year:	$6000 each trainee plus
	$ 600 each dependent

6. Personnel: The present dissemination project director would also administer the dissemination agents' training program. Instructional staff for summer would be selected for their expertise in content areas and dissemination processes. The talents of professionals, both on and off this campus, would be used in the summer programs which would be a line budget item. Academic work in the fall semesters would use on-campus instructional staff at no expense to the training program. For the practicum activities, the project director, a half-time assistant, and selected consultants would supervise, observe, and evaluate the field experiences of the trainee. Some additional clerical help would also be required.

7. Budget: The following is a rough estimate of budget requirements for each fiscal year of the program:

(1)	Trainee support (six fulltime calendar year)	$58,830
(2)	Personnel	10,000
(3)	Direct Costs	9,600
(4)	Institutional allowance (six @ $2500)	15,000
	Estimated Total	$93,430

8. Cost Benefits/Budget: While the estimated budget is over $90,000, the costs would be justifiable on these grounds:

   (1) Trainee allowances would have to be high to get well qualified applicants. When people in education can earn $12,000 or more per academic year for instruction and routine administrative work, allowances will have to be adequate to help the trainee meet cost of living expenses on an adequate basis. The applicant who earns $5000 in a school system and would be satisfied with a low stipend rate is not the quality of candidate that should be considered for this program; 62% of the budget is for trainee expense.

   (2) Institutional allowance of $15,000 encumbers 16% of the budget.

(3) Training expenses, thus, consume only 22% of the budget. This means utilizing the resources, instructional staff, and course offerings within the University and the LEA's to best advantage. We would hope to articulate various phases of this program with other elements of our research and training programs in order to minimize training and operational expenses.

(4) Publication of research and field studies would provide viable materials for immediate use by professionals in other areas and agencies. The output should be significant in terms of both quality and quantity.

9. Resources - Facilities: All types of computer and data processing equipment are available on this campus. Library facilities are extensive and more than adequate for our operation. Assurances of cooperation have been received from the various divisions, departments and colleges within the University.

10. Program Significance: Trained dissemination agents are needed in high level positions with all types of educational agencies and larger systems. Trainees from this program can be used to the fullest in making dissemination a better understood element of the educational system. Immediate opportunities for placement of these trained dissemination agents should be abundantly available in federal and state education agencies, professional associations, and larger school systems and universities.

Submitted by,

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